



Communities That Care

Training of Process Facilitators

Overview: *The
Communities
That Care System*

Participant's Guide

Module 2

Module 2	2—4
Module 2 goal	2—5
Objectives	2—6
The research foundation	2—7
Building positive futures	2—8
The Social Development Strategy.....	2—9
Building protection: The Social Development Strategy	2—10
Prevention-science research base	2—11
The public health approach	2—12
Prevention-science research base	2—13
Predictors of problem behaviors and positive youth outcomes	2—14
Risk factors	2—15
Community risk factors.....	2—16
Family risk factors.....	2—17
School risk factors	2—18
Peer and individual risk factors	2—19
Predictors of problem behaviors and positive youth outcomes	2—20
Protective factors	2—21
.....	2—22
What research has shown about risk and protective factors	2—23
.....	2—24

Prevention-science research base	2—25
Tested, effective prevention strategies	2—26
<i>Communities That Care Prevention Strategies Guide</i>	2—27
What is the <i>Communities That Care</i> system?	2—28
What makes the <i>Communities That Care</i> system successful?	2—29
Implementing the <i>Communities That Care</i> system	2—30
Phase One: Getting Started	2—31
Phase Two: Organizing, Introducing, Involving	2—32
Phase Three: Developing a Community Profile	2—33
Phase Four: Creating a Community Action Plan	2—34
Phase Five: Implementing and Evaluating the Community Action Plan.....	2—35
<i>Communities That Care</i> time line.....	2—36
Milestones and benchmarks	2—37
Motivating Stakeholders	2—38
Motivating Stakeholders Worksheet.....	2—39
What works in prevention?	2—40



Slide 2-1

Module 2

Communities That Care

Overview: The *Communities That Care* System

Training of Process Facilitators

Notes

Module 2 goal

To learn how to explain the *Communities That Care* process and the research foundation.

Communities That Care

Training of Process Facilitators

2-2



Slide 2-2

Notes



Slide 2-3

Objectives



Communities That Care

Participants will be able to:

1. Explain the research foundation of the *Communities That Care* system.
2. Explain the *Communities That Care* system.



Training of Process Facilitators

2-3

Notes

The research foundation

- The Social Development Strategy
- The public health approach
- Research-based predictors of problem behaviors and positive youth outcomes—risk and protective factors
- Tested, effective prevention strategies

Training of Process Facilitators

2-4



Slide 2-4

Notes



Slide 2-5

**Building
positive
futures:**

**“Begin with
the end
in mind.”**

—Stephen Covey

Communities That Care

Training of Process Facilitators 2-5

Notes

The Social Development Strategy

A research-based model that organizes known protective factors into a guiding framework for building positive futures for children

Training of Process Facilitators

2-6

Communities That Care



Slide 2-6

Notes



Slide 2-7



Notes

Prevention-science research base

Communities That Care

- The Social Development Strategy
- The public health approach

Training of Process Facilitators

2-8



Slide 2-8

Notes



Slide 2-9

The public health approach

Communities That Care



Training of Process Facilitators

2-9

Notes

Prevention-science research base

Communities That Care

- The Social Development Strategy
- The public health approach
- Research-based predictors of problem behaviors and positive youth outcomes—risk and protective factors

Training of Process Facilitators

2-10



Slide 2-10

Notes



Slide 2-11

Predictors of problem behaviors and positive youth outcomes

Communities That Care

Risk factors

Research has identified *risk factors* in four domains:

Risk factors are predictive of higher levels of adolescent substance abuse, delinquency, teen pregnancy, school drop-out and violence.



Training of Process Facilitators

2-11

Notes

Risk factors

Communities That Care

- Research-based
- Predictive in multiple longitudinal studies
- Present in all areas of influence
- Predictive of multiple problem behaviors
- Present throughout development
- Work similarly across racial lines
- Measurable
- Buffered by protective factors

Training of Process Facilitators

2-12



Slide 2-12

Notes



Slide 2-13

Community risk factors

Adolescent Problem Behaviors



Communities That Care

Substance Abuse
Delinquency
Teen Pregnancy
School Drop-Out
Violence

Availability of drugs	✓				✓
Availability of firearms		✓			✓
Community laws and norms favorable toward drug use, firearms and crime	✓	✓			✓
Media portrayals of violence					✓
Transitions and mobility	✓	✓		✓	
Low neighborhood attachment and community disorganization	✓	✓			✓
Extreme economic deprivation	✓	✓	✓	✓	✓

Training of Process Facilitators

2-13

Notes

Family risk factors

Communities That Care

Adolescent Problem Behaviors

	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence
Family history of the problem behavior	✓	✓	✓	✓	✓
Family management problems	✓	✓	✓	✓	✓
Family conflict	✓	✓	✓	✓	✓
Favorable parental attitudes and involvement in the problem behavior	✓	✓			✓

Training of Process Facilitators

2-14



Slide 2-14

Notes



Slide 2-15

School risk factors

Communities That Care

Adolescent Problem Behaviors

Substance Abuse
Delinquency
Teen Pregnancy
School Drop-Out
Violence

Academic failure beginning in late elementary school	✓	✓	✓	✓	✓
Lack of commitment to school	✓	✓	✓	✓	✓

Training of Process Facilitators

2-15

Notes

Peer and individual risk factors

Adolescent Problem Behaviors

Substance Abuse
Delinquency
Teen Pregnancy
School Drop-Out
Violence

Early and persistent antisocial behavior	✓	✓	✓	✓	✓
Rebelliousness	✓	✓		✓	
Friends who engage in the problem behavior	✓	✓	✓	✓	✓
Gang involvement	✓	✓			✓
Favorable attitudes toward the problem behavior	✓	✓	✓	✓	
Early initiation of the problem behavior	✓	✓	✓	✓	✓
Constitutional factors	✓	✓			✓

Training of Process Facilitators

2-16

Slide 2-16



Notes



Slide 2-17

Predictors of problem behaviors and positive youth outcomes



Communities That Care

Protective factors

Research has identified
protective factors in
four domains:

Protective factors
buffer young people's
exposure to risk.



Training of Process Facilitators

2-17

Notes

Protective factors

- Research-based
- Present in all areas of influence
- Measurable
- Identified in multiple longitudinal studies
- Present throughout development
- Buffer effects of risk exposure

Training of Process Facilitators

2-18



Slide 2-18

Notes



Slide 2-19

Protective factors

- Individual factors
 - High intelligence
 - Resilient temperament
 - Prosocial orientation
- Competencies and skills
- Prosocial opportunities
- Reinforcement for prosocial involvement
- Bonding
- Healthy beliefs and clear standards



Communities That Care

Training of Process Facilitators

2-19

Notes

What research has shown about risk and protective factors

Communities That Care

- Risk and protective factors exist in all areas of children's lives.
- The more risk factors present, the greater the chances of problem behavior.
- Risk and protective factors can be present throughout development.
- Risk factors are buffered by protective factors.

Training of Process Facilitators

2-20



Slide 2-20

Notes



Slide 2-21

What research has shown about risk and protective factors

Communities That Care

- Common risk and protective factors predict diverse behavior problems.
- Risk and protective factors work similarly across racial groups.
- Both risk and protective factors should be used in prevention efforts.

Training of Process Facilitators

2-21

Notes

Prevention-science research base

Communities That Care

- The Social Development Strategy
- The public health approach
- Research-based predictors of problem behaviors and positive youth outcomes —risk and protective factors
- Tested, effective prevention strategies

Training of Process Facilitators

2-22



Slide 2-22

Notes



Slide 2-23

Tested, effective prevention strategies



Communities That Care

Programs, policies or practices that have demonstrated effectiveness in:

- Reducing specific risk factors and enhancing protective factors
- Enhancing positive behaviors and reducing negative behaviors

Training of Process Facilitators

2-23

Notes

Communities That Care Prevention Strategies Guide

Communities That Care

Includes approaches such as:

- parent training
- family therapy
- classroom social-competence curricula
- community and school policies
- prenatal and infancy programs.

Training of Process Facilitators

2-24



Slide 2-24

Notes



Slide 2-25

What is the *Communities That Care* system?



A community-wide initiative that:

- promotes the positive development of children and youth
- prevents adolescent problem behaviors.



Training of Process Facilitators

2-25

Notes

What makes the *Communities That Care* system successful?

The system is:

- inclusive
- proactive
- grounded in rigorous research from a variety of fields
- community-specific.



Training of Process Facilitators

2-26

Communities That Care



Slide 2-26

Notes



Slide 2-27

Implementing the *Communities That Care* system

 Communities That Care



Training of Process Facilitators

2-27

Notes



Slide 2-28

Phase One: Getting Started

Purpose: Begin the *Communities That Care* process.
Identify:

- people
- scope
- readiness
- resources.

Support: Strategic Consultation; *Tools for Community Leaders: A Guidebook for Getting Started*


Training of Process Facilitators

2-28

Notes



Slide 2-29

 Communities That Care

Phase Two: Organizing, Introducing, Involving

Purpose: Prepare Key Leaders, the Community Board and community members for involvement by:

- developing an organizational structure
- creating a work plan
- securing resources to implement the *Communities That Care* system
- confirming milestones and benchmarks to create accountability.

Support: Key Leader Orientation; Community Board Orientation; Technical Assistance as needed

Training of Process Facilitators

2-29

Notes



Slide 2-30

Phase Three: Developing a Community Profile

Purpose: Identify gaps in current response to priorities.

- Assess risk factors, protective factors and problem behaviors (*Communities That Care Youth Survey*).
- Prioritize risk and protective factors, and populations or geographic areas.
- Complete resources assessment and gaps analysis.

Support: Community Assessment Training; Community Resources Assessment Training; Technical Assistance as needed

Training of Process Facilitators

2-30

Notes



Slide 2-31

Communities That Care

Phase Four: Creating a Community Action Plan

Purpose: Create a plan for implementing and evaluating tested, effective programs, policies and practices.

- Measurable outcomes
- Selection of programs, policies and practices to fill gaps
- Implementation and evaluation plans

Support: Community Planning Training;
Technical Assistance as needed

Training of Process Facilitators

2-31

Notes



Slide 2-32

Phase Five: Implementing and Evaluating the Community Action Plan

Purpose: Implement and evaluate the plan, and refine as needed.

- Implement selected programs, policies and practices.
- Evaluate the process and outcomes.
- Adjust the plan.

Support: Community Plan Implementation Training; Technical Assistance as needed

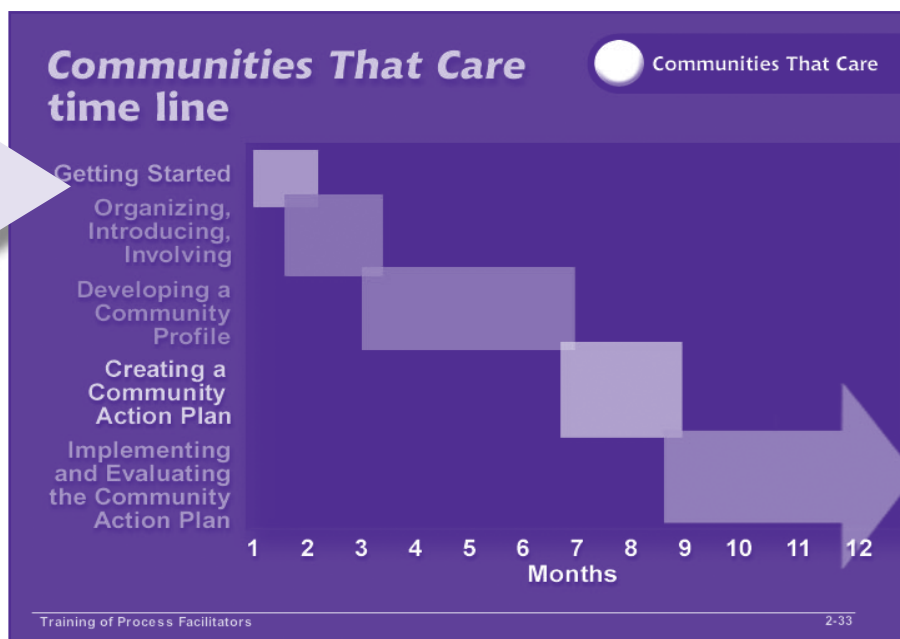
Training of Process Facilitators

2-32

Notes



Slide 2-33



Notes

Milestones and benchmarks

- Established for each phase
- Indicate critical steps and procedures
- Document and celebrate accomplishments
- Supported by training modules



Training of Process Facilitators

2-34



Slide 2-34

Notes

Motivating Stakeholders

Directions

1. You will be assigned one of the stakeholder scenarios below. Your task is to consider how you would motivate the audience to get involved in the *Communities That Care* process in their community.
2. Consider possible causes of resistance and ways to motivate the audience in the scenario.
3. Answer the questions on the Motivating Stakeholders Worksheet.
4. Plan to present your answers to the group.

Scenario #1

A local community service club that has been having trouble recruiting members and volunteers for the past few years

Scenario #2

Elementary-school, middle-school and high-school parent-teacher organization members in a rural midwestern community that is experiencing increases in delinquency, truancy and methamphetamine use among teens

Scenario #3

A state youth congress that represents middle-school and high-school student leaders from around the state—youth violence is a focus of the congress's platform

Scenario #4

A community action group in an economically deprived, ethnically diverse neighborhood in a large eastern city

Scenario #5

School administrators in a school district that has just received a grant with a focus on school-community partnerships for youth



Motivating Stakeholders Worksheet

Audience:

What are possible reasons this audience might be resistant to your message?

**How can this audience benefit from learning about the *Communities That Care* system?
What's in it for them?**

How would you present the material to counter resistance and motivate this audience?



Slide 2-35

What works in prevention?



Communities That Care

- Assessing community levels of risk and protection.
- Prioritizing elevated risks and depressed protective factors.
- Including individuals and groups exposed to the highest levels of risk and the lowest levels of protection.
- Matching tested, effective programs to the community's risk and protection profile.
- Selecting tested, effective programs that address the racial, economic and cultural characteristics of the community.
- Implementing chosen programs, policies and practices with fidelity and intensity at the appropriate ages.

Training of Process Facilitators

2-35

Notes